

Council on Postsecondary Education
Committee on Equal Opportunities
April 15, 2002

Status of Teacher Education Program
Kentucky State University

At its February 11 meeting, the Committee on Equal Opportunities asked Kentucky State University to attend its April 15 meeting to provide an update on the status of the teacher education program. KSU is to address: 1) collaborative initiatives that were implemented to strengthen and enhance the KSU teacher education program; 2) identification of "best practices" that have been employed; and 3) specific systematic strategies that were advantageous to increasing student performance rates on the PRAXIS II.

At the CEO's April 16, 2001, and the June 16, 2001, meetings, KSU representatives shared their plan of action to improve the teacher education program. The report introduced strategies that have been implemented as well as initiatives that were planned for the 2001 calendar year. For example, KSU implemented a new policy requiring all students to take the PRAXIS II exam before being allowed to student teach.

Following the presentations by KSU representatives, the committee asked that the staff of the Education Professional Standards Board return and provide more information regarding the implementation of the new standards for teacher certification. Also, the committee asked council staff to provide information on the pass rates of historically black institutions (public, private, and independent) and the new KSU benchmark institutions.

In addition to the CEO's interest in the teacher education program, KSU has appeared before the Education Professional Standards Board to respond to their concerns about student performance on the PRAXIS II and the level of financial resources for the program. The EPSB asked KSU to attend the March 19, 2001, November 19, 2001, January 14, 2002, and March 11, 2002, meetings to discuss weaknesses noted in its last accreditation report, student performance on the PRAXIS II, the commitment of financial resources to the teacher education unit, curricula alignment, and program entrance and exit requirements.

Staff preparation by Sherron Jackson



GORDON K. DAVIES
President

March 18, 2002

Dr. George Reid
President
Kentucky State University
400 East Main Street
Frankfort, Kentucky 40601

Dear George:

Congratulations on making a good presentation before the Education Professional Standards Board last week. The Kentucky State University teacher education programs can play a critical role in fulfilling the Commonwealth's need for African American teachers. I am glad that KSU has a plan to meet the standards set by EPSB.

The Commonwealth's Partnership Agreement, with the United States Department of Education's Office for Civil Rights section III.A.2.d., acknowledges the value of KSU's teacher education programs in preparing minority educators and asks the council to assist KSU in strengthening the programs. The University of Kentucky and the University of Louisville also are identified as resources. I reaffirm our commitment to work with KSU in this effort.

Please let me know when and how we can help KSU to carry out its plan to improve the teacher education program.

Sincerely,

Gordon K. Davies

cc: Bill Wilson
Kenoke Eke
Jim Applegate



EDUCATION PROFESSIONAL STANDARDS BOARD

1024 Capital Center Drive, Suite 225
Frankfort, Kentucky 40601
(502) 573-4606 * Toll Free (888) 598-7667 * FAX (502) 573-1610

March 19, 2002

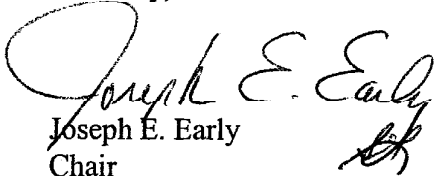
Dr. George W. Reid
President
Kentucky State University
400 East Main Street
Frankfort, Kentucky 40601-2355

Dear Dr. Reid:

The Education Professional Standards Board appreciates your presentation at its meeting on March 11, 2002. The new budget material you provided was very helpful but, as you might expect, it also raised several new questions. Thus, although the Board could accept your report, it could not approve it since there had been no time for review of the information. As I indicated at the meeting, if the material presented last week had been presented earlier, we would be much further along in addressing many of our concerns.

There is one additional point I must make on behalf of the entire Board. When your group was addressing the issue of the PRAXIS scores, the comment was made that since so many of your education faculty are new to Kentucky State University (KSU), the institution would accept responsibility only for the scores of students who take the PRAXIS in Spring 2002 and beyond. I am certain you did not intend to imply that KSU is not responsible for students who have taken the tests in the past, and I trust you understand that the Board will not, nor can it, disregard institutional issues just because those who were in charge are no longer. The Board has every expectation that the PRAXIS results to be released next month will show marked improvement at KSU, and we look forward to your verification that this is indeed the case.

Sincerely,


Joseph E. Early
Chair

c: EPSB Members
Susan Leib
✓ Gordon Davies



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EDUCATION PROFESSIONAL STANDARDS BOARD STAFF NOTE

Information Item:

Kentucky State University Response to Education Professional Standards Board's Request for Additional Information

Applicable Statutes or Regulations:

KRS 161.028
704 KAR 20:696

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board.

Background:

At the March 19, 2001 meeting of the Education Professional Standards Board (EPSB), the report of the on-site evaluation of educator preparation programs at Kentucky State University (KSU) was reviewed. The EPSB voted to accept the Accreditation Audit Committee's recommendations and approve the initial level educator preparation programs, granting Initial Accreditation for KSU.

As part of its discussion and decision, the EPSB requested that KSU submit a report in October 2001 and October 2002 addressing the unit's resources, current and projected. This request was made in order to monitor KSU's financial commitment to its teacher education unit. Additionally, board members voiced deep concern about KSU's low pass rate on the PRAXIS exams and requested that the institution address in both the 2001 and 2002 annual report how this situation is being/has been corrected. Both these issues were to be addressed in the institution's Annual Report and Trend Data Report.

At the November 19, 2001 meeting of the EPSB, Dr. Paul Woods, Chair, Division of Education and Human Services at KSU, gave an update on where KSU is in addressing the weaknesses noted in its last accreditation report. The board continued to have concerns regarding the amount of the university's budget allocated to teacher preparation, and the department's oversight of its budget.

The board requested that the chair write a letter to KSU's President, Dr. George Reid, requesting a complete, itemized account of the education department's budget allocations and expenditures for 2000-01 and 2001-02, as well as an explanation of the education department's role in the oversight of its own expenditures. At the January 14, 2002 meeting, KSU representatives (Dr. Kenoye Eke, Vice President for Academic Affairs; Dr. George Calhoun, Jr., Dean, College of Professional Studies; Dr. Dot Miller, Acting

Director of the Center for Innovation in Teaching, Learning, & Assessment [CITLA]; Dr. Sherry Sayles, Associate Vice-President for Academic Affairs; Dr. Paul Bevins, Dean of Arts and Sciences; and Dr. Woods) presented information to the Program and Technical Assistance Work Group, but work group members found that the information did not address what had been requested. Dr. Eke agreed to provide the board with a complete, itemized account of the education department's budget allocations and expenditures for 2000-01 and 2001-02, as well as an organizational chart depicting the education department and how same fits into the overall structure of the institution, including reporting relationships.

Based on the work group's finding, the EPSB determined that information to be provided by KSU should be reviewed by the full board at the March 11 meeting. The board also directed the Executive Director to send a letter to Dr. Eke requesting that the information be submitted to EPSB staff no later than Friday, February 15, and that Dr. Eke attend the March 11 meeting in case board members had questions regarding the submission.

The information received from KSU on February 15 is attached. Staff has reviewed same and notes the following among its concerns:

- It is difficult to determine actual budget allotments and expenses because budget printout sheets are annotated with typed explanations.
- It is difficult to determine which services are established to assist teacher preparation students versus those established to serve students campus-wide (e.g., CITLA).
- Are there separate funds for operation and for faculty professional development?
- Are funds budgeted to assist teacher preparation students directly (e.g., provide remediation)?
- In Appendix D (Improvement of PRAXIS scores):
 - Curricula alignment is not scheduled to be completed until Spring 2003 – presuming at least a one-year implementation period, what happens to students enrolled prior to 2005?
 - Elementary education is KSU's largest certification program, yet only secondary education is emphasized.
 - Much emphasis is placed on raising exit requirements, but nothing is said about entrance requirements – what happens to students who are unsuccessful after four years of being enrolled in the program?


Executive Director

Date:

March 2002



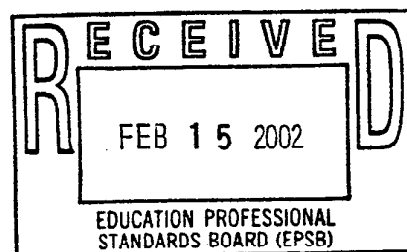
Kentucky State University

Hume Hall, Suite 202
Frankfort, Kentucky 40601

Kenoye K. Eke
Vice President for Academic Affairs

February 13, 2002

Dr. Susan Leib
Executive Director
Education Professional Standard Board
1024 Capital Center Drive, Suite 225
Frankfort, KY 40601



Dear Dr. Leib:

This correspondence comes to you to supply the information requested by the Education Professional Standard Board's (EPSB's) Program and Technical Assistance Work Group at its January 14, 2002, meeting. Attached is the following information: (1) itemized budgets and expenditures for all Teacher Education accounts and our Faculty Development account for FY 2000-2001 and FY 2001-2002 (Appendix A); (2) pending purchase requests for the Education Computer Lab for FY 2001-2002 (Appendix B); (3) organizational charts for the Academic Affairs Division and for the Division of Education and Human Services (Appendix C); and (4) a revised Praxis II Improvement Plan (Appendix D). Note that the Faculty Development account could not be any more specific than provided.

Further, please be advised that a personal loss will preclude my attendance of the EPSB meeting scheduled to take place March 11, 2002. The University will be represented by President G. W. Reid, Dr. Sherry Sayles, Associate Vice President for Academic Affairs, Dr. George Calhoun, Dean of the College of Professional Studies, and Dr. Paul Woods, Chairman of the Division of Education and Human Services. The team is well equipped to answer any questions you might have relative to the requested information.

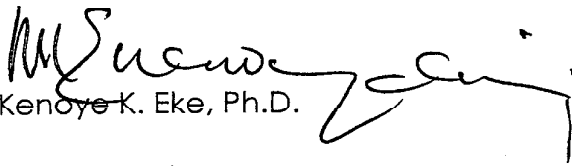
Office: (502) 597-6442 Fax: (502) 597-6409 Email: keke@gwmail.kysu.edu

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Dr. Susan Leib
EPSB Request of January 14, 2002
Page Two

Thank you for your attention to Kentucky State University's Education program

Sincerely,


Kenoye K. Eke, Ph.D.

Attachments

Xc: President G. W. Reid
Dr. Sherry Sayles, Associate Vice President for Academic Affairs
Dr. George Calhoun, Jr., Dean, College of Professional Studies
Dr. Paul Woods, Chair, Division of Education and Human Services
Dr. Gordon Davies, President, Council on Postsecondary Education
Dr. Joseph Early, Chairman, EPSB
Dr. Marilyn Troupe, Director, EPSB Division of Educator Preparation

Objective: To improve KSU Education majors' performance on the PRAXIS-II exam to meet or exceed the state average

Planned & Scheduled Activities	Expected Outcomes	Person(s) Responsible	Timeline	Benchmarks	Measures
Education Budget Support Education spending increased from \$171,628 in FY 1997-98 to \$612,599 in FY 1999-00, resulting in an operational budget increase from \$5,090 in FY 1997-98 to \$20,090 (\$2,511 per full-time faculty, by far the highest at KSU) in FY 2000-02	The Teacher Education Dept will have the highly qualified faculty necessary to provide teacher education majors with a quality education	The President & Vice President for Academic Affairs	This is an ongoing budgetary commitment	By the end of AY 2002-03, 15% more students will pass the PRAXIS-II exams from 2000-01 benchmarks. Each subsequent testing will show a 10% increase in pass rate from previous testing	Percentage of students passing the PRAXIS-II as identified by the KST Testing Dept., ETS and EPSB
Average faculty salaries grew from \$49,101 to \$79,613 for Full Professors, \$44,125 to \$62,756 for Associate Professors, and \$36,656 to \$47,736 for Assistant Professors	The KSU Education Division will be able to retain qualified tenure-track faculty to other colleges and universities offering higher salaries.	The President and Vice President for Academic Affairs	This is an ongoing budgetary commitment	Newly hired faculty members will remain at KSU for more than three years.	Retention patterns relative to faculty employment longevity at KSU
\$412,000 was invested to establish the Center for Innovation in Teaching, Learning, & Assessment (CITLA) in FY 2000-01. To date, the financial commitment for the Center exceeds \$565,000 for the FY 2000-02 period	To improve faculty classroom instruction and learning by providing seminars, work-shops, and individual assistance to faculty members.	The President and Vice President for Academic Affairs	This is an ongoing budgetary commitment	Faculty participation in workshops and seminars will increase by 85%	Attendance sheets for faculty participation
New computers, smart technology and furniture @ \$56,076.00 in Education Lab	Students will have access to 25 computers and smart technology	Dean of CPS, Chair of Education, Education Technologist	August 2001 - Thur March 2002	100 % of Education majors will infuse technology into their lesson plans	Number of Education classes taught in Lab environment and # of students using the technology for classroom work

Planned & Scheduled Activities	Expected Outcomes	Person(s) Responsible	Timeline	Benchmarks	Measures
<u>Program & Curricula Support</u> Education (pedagogy) and Arts & Science (content) faculty members are currently collaborating to revise the Education and Secondary curricula areas. Faculty members are busy redesigning their course examinations by reducing the number of multiple-choice exam questions currently included	Curricula alignment will help to ensure that best practices are implemented to promote student learning and provide the skills and competencies necessary to teach P-12 pupils To design exams requiring the inclusion of analytical questions based on case studies similar to those included in the Praxis - II exams.	Curriculum Alignment Committee consisting of content and pedagogy faculty members Pedagogy and content faculty members	To be completed by Spring 2003 To be completed by Spring 2003	Content faculty members are awarded 25% assigned-time to devote to classroom instruction for Education majors 90% of the course exams will reflect the knowledge and skills necessary to pass the PRAXIS exam	KSU content and pedagogy faculty course syllabi, course handouts, and exams held on file in program offices Exams will be on file in program offices
New exit requirements were adopted for Teachers Preparation program	A (GPA) of 2.75 for program exit will discourage at-risk students who are unable to pass the PRAXIS-II exam.	The Teacher Education Committee (TEC) & Chair Of Education Division	April 17, 2001	90% of the students enrolling into an education program beginning Spring 2002 will have higher PRAXIS scores by Spring 2003	KSU student pass/fail percentages as maintained by the KSU Testing Office and ETS
New policy requiring all students to take and pass the Praxis - II Exam before they are permitted to enroll for student teaching	Students will be better prepared to assume classroom teaching responsibilities	The Teacher Education Committee (TEC), Chair Of Education Division	Adapted April 17, 2001 Effective 2002	Education majors scheduled to take the PRAXIS after Spring 2002 will have higher PRAXIS scores during Spring 2003 by 15%	100% of all Education students schedule to take the PRAXIS II exam will enroll in one or more workshops
Revise the general education curriculum	A revised and innovative general education curriculum	General Education Task Force	August 2000 Through May 2002	50% of Students accepted into Teacher Education Program in Fall 2003, will experience new curriculum	Number of courses taken under new general education curriculum
<u>Student Support</u> \$210,000 was invested to establish the Center for Professional & Career Preparation (CPCP)	To provide seminars and workshop in test taking and other skills and give students access to professional role models	Director of CPCP	Ongoing Education commitment	100% Education Students will participate in seminars and workshops	Student participant Sign in sheets
An item analysis study of the PRAXIS-II exam will be conducted	To identify test item failure patterns to ascertain the strengths and weaknesses of KSU Education students	Dr. of CITLA , Dean College of Professional Studies	To be completed by Fall 2002	Data will be available to make curricula changes by content & pedagogy faculty members	Data will be shared with all content and pedagogy faculty

Planned & Scheduled	Expected Outcomes	Person(s) responsible	Timeline	Benchmarks	Measures
<u>Faculty Support</u> Five faculty members participated in a PRAXIS training workshop at the University of Louisville Pedagogy & content faculty members were encouraged take the Praxis exam. While 23 faculty expressed interest, only three actually took the exam A Workshop series was held at the beginning of Spring Semester, 2002. All KSU faculty were required to attend some workshop sessions	KSU faculty gained a better understanding of the PRAXIS exam and planned a similar PRAXIS daylong workshop and over 50 faculty attended Provide faculty an opportunity to design lectures and tests to address the competencies presented in the exam	KSU faculty & Dr. Carmen Giebelhaus, ETS representative Individual faculty members, Chair of Education Division	Aug. 14, 2001 July 17, 2001	Workshop topics covered Curriculum Realignment" and "Teacher Pre-paration as a Campus- wide Responsibility By December 9, 2002 Between 5-10 faculty members will take the PRAXIS-II exam	Workshop flyers and brochures with meeting times locations, and title of presentations List of faculty member who actually took the PRAXIS-II exam
A Workshop series was held at the beginning of Spring Semester, 2002. All KSU faculty were required to attend some workshop sessions	Workshop topics centered on the following: "Critical Thinking," "Blackboard Teaching Applications," "Teaching Controversial Topics" "Introduction to the Electronic Portfolio Model (EPM) Assessment Tool" "Bringing Pizzazz to the Class with PowerPoint Presentations"	VPAA, Director CITLA Director and KSU Faculty members sponsored the workshop	Jan. 7-8 2002	90% of all content and pedagogy faculty responsible for course offerings to Education will be required to attend University-wide workshops	Attendance sheets of faculty participation maintained on file in the Office of Academic Affairs
Workshops on Electronic portfolio for faculty members	"Introduction to the Electronic Portfolio Model (EPM) Assessment Tool"	Director of CITLA & Chair of Education	January 7 - 8 2002	90% of all content and pedagogy faculty responsible for course offerings to Education will be required to attend University wide workshops	Attendance sheets of faculty participation maintained on file in the Office of Academic Affairs
Dr. Eke, Deans George Calhoun and Paul Bibbins will participate in ETS workshops on Praxis II for CAO's and Deans at HBCU's at the 27 th National Conference on Blacks in Higher Educations	Academic Leadership Group will gain new knowledge on issues relevant to student success in Praxis II exams	Vice President for Academic Affairs	March 21-25 th	100% of KSU Academic participants will have enhanced knowledge of the Praxis II exams	Implementation of new collaboration, initiatives in teacher preparation effort



Kentucky State University

Hume Hall, Suite 202
Frankfort, Kentucky 40601

Kenoye K. Eke
Vice President for Academic Affairs

January 14, 2002

Dr. Joseph E. Early
Chair
Education Professional Standard Board
1024 Capital Center Drive, Suite 225
Frankfort, KY 40601

Dear Dr. Early:

Please consider this correspondence Kentucky State University's response to your letters of November 30, and December 21, 2001. This letter seeks to: (1) demonstrate the adequacy of KSU's budget allocations for its teacher preparation program; (2) clarify the Division's control of its budget allocation and expenditures; and (3) share with you the University's plan for significantly improving student performance in future Praxis II examinations.

First, I wish to advise you that Kentucky State University embraces the idea that teacher preparation is a university-wide responsibility. To this end, the University has been engaged in efforts to educate non-teacher education faculty about their responsibilities to the success of our teacher education students. While we are beginning to succeed in this effort, I concede that it would take far more persuasive skills to convincingly explain to them why they are not getting near the level of funding that the education department is allocated in order to meet our shared responsibility for teacher preparation. Therefore, our next challenge is to begin to increase budget allocations to the other divisions playing supportive roles in the teacher preparation effort as we continue to allocate the necessary resources to the unit charged with leadership of the effort, the education department.

Office: (502) 597-6442 Fax: (502) 597-6409 Email: keke@gwmail.kysu.edu

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Secondly, I wish to point out that in the absence of any known statewide funding level criterion for determining adequacy of funding, the data supplied here is best understood in the context of Kentucky State University. Consequently, we have supplied funding comparisons that we believe make clear the fact that teacher preparation has been the University's top academic funding priority during the years for which you requested information.

Teacher education has been the University's top academic priority during the past two academic years. The University has demonstrated its commitment to teacher education in many ways; prominent amongst these are its faculty salaries, student-faculty ratio, and the size of its operational budget allocation to the education department.

Regarding salaries, the average salary for the education department is significantly higher than the institutional average, and compares favorably with that of faculty in our School of Business. Traditionally, the Business faculty enjoys a significant salary difference from those of other units at institutions like KSU, without a medical or law school, nor an engineering program. Furthermore, as Attachment A shows, the KSU education faculty salaries are higher than average salaries for education faculty nationwide, as well as average salaries for Kentucky public regional comprehensive institutions, and our benchmark institutions. We view this as evidence of our commitment to attracting a top-notch faculty and our strong commitment to teacher education.

The education department enjoys a low faculty to student ratio. One evidence of this is that this faculty generated an average of 247 student credit hours during fall 2001. This level of faculty productivity is lower than the 270 average efficiency index used by the Council on Postsecondary Education as the threshold for productivity. We view this as evidence that we have an adequate number of faculties to meet the challenges we face in preparing qualified teachers for the Commonwealth.

Regarding operational budget allocations, the education department has an operational budget of \$20,090 for FY 2002. Appendix B shows the University's direct allocation to education over the past few years. This does not take into account expenditures such as the \$30,000 the University

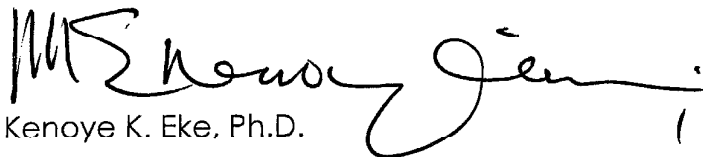
Dr. Joseph Early
KSU Response to EPSB Request
Page Three

is spending in FY 2002 to refurbish the Education Computer Laboratory in the Exum Center. The education department's operational budget allocation amounts to an operational budget of \$2,511 per faculty, the highest at the institution. We believe that a comparison of this per faculty allocation with the University's School of Business, which has an Association of Collegiate Business Schools and Programs (ACBSP) accreditation, makes clear our commitment to teacher education.

Finally, we wish to state unequivocally that the education department has total control of its budget and expenditures. The only limitations to its expenditure behavior are state laws and University policies aimed at implementing those laws.

In conclusion, please find Attachment C, detailing Kentucky State University's plan for addressing the problem of low success rate in the Praxis II examination. I will use this opportunity to plead for the EPSB's continued support of our effort to prepare well-qualified teachers for the Commonwealth of Kentucky and the nation.

Sincerely,



Kenoye K. Eke, Ph.D.

Attachments:

- A. Faculty Salary Comparisons
- B. Education Department Budget History
- C. KSU Plan for Improving Praxis Scores

Xc: President G. W. Reid
Dr. George Calhoun, Jr.
Dr. Paul Woods

**KENTUCKY STATE UNIVERSITY BENCHMARK INSTITUTIONS
STATE REPORTS TITLE II ASSESSMENTS - PASS RATE SUMMARY
2001 STATE REPORTS (1999-2000 COHORT)**

Institution	State	Institution Assessment Results			Statewide Assessment Results		
		Number Tested	Number Passed	Pass Rate	Number Tested	Number Passed	Pass Rate
<i>Kentucky State University</i>	KY	38	21	55.00%	2,323	2,185	94.00%
University of Arkansas-Pine Bluff	AR	31	31	100.00	1,562	1,452	93.00
California State University-Bakersfield	CA	303	290	96.00	18,390	17,921	97.00
Fort Lewis College	CO	87	83	95.00	2,105	1,929	92.00
Albany State University	GA	239	216	90.00	13,550	12,815	95.00
Morgan State University	MD	52	38	73.00	2,056	1,896	92.00
Northern Michigan University	MI	150	150	100.00	6,283	6,283	100.00
Truman State University	MO	83	83	100.00	3,654	3,544	97.00
Lincoln University	MO	61	45	74.00	3,654	3,544	97.00
Jackson State University	MS	55	54	98.00	1,348	1,319	98.00
Fayetteville State University	NC	250	214	86.00	7,595	7,250	95.00
North Carolina Central University	NC	171	139	81.00	7,595	7,250	95.00
North Carolina A&T State University	NC	75	61	81.00	7,595	7,250	95.00
University of North Carolina-Asheville	NC	128	125	98.00	7,595	7,250	95.00
University of North Carolina-Pembroke	NC	84	83	99.00	7,595	7,250	95.00
Ramapo College of New Jersey	NJ	51	47	92.00	3,407	3,124	92.00
Southeastern Oklahoma State University	OK	111	98	88.00	1,545	1,405	91.00
South Carolina State University	SC	82	80	98.00	2,126	1,925	91.00
North Adams State College *	MA	Fewer than 10 test takers or no test takers.			3,647	2,950	91.00
Virginia State University *	VA	Fewer than 10 test takers or no test takers.			2,813	2,262	80.00

* Scores are not reported if there are 9 or fewer test takers.

KSU Benchmarks

PUBLIC HISTORICALLY BLACK INSTITUTIONS
STATE REPORTS TITLE II ASSESSMENTS - PASS RATE SUMMARY
2001 STATE REPORTS (1999-2000 COHORT)

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		Number Tested	Number Passed	Pass Rate	Number Tested	Number Passed	Pass Rate
<i>Kentucky State University</i>	KY	38	21	55.0%	2,323	2,185	94.00%
Alabama A&M University	AL	126	126	100.00	3,310	3,310	100.00
Alabama State University	AL	149	149	100.00	3,310	3,310	100.00
Delaware State University	DE	83	35	42.00	441	379	86.00
Fort Valley State University	GA	213	135	63.00	13,550	12,815	95.00
Florida A&M University	FL	111	89	80.00	5,031	4,780	95.00
Grambling State University	LA	48	31	65.00	2,057	1,795	87.00
Southern University New Orleans	LA	87	33	38.00	2,057	1,795	87.00
Southern University A&M College	LA	128	42	33.00	2,057	1,795	87.00
Southern University Shreveport	LA	57	53	93.00	2,057	1,795	87.00
Alcorn State University	MS	30	30	100.00	1,348	1,319	98.00
Mississippi Valley State University	MS	23	22	96.00	1,348	1,319	98.00
Harris-Stowe State College	MO	53	53	100.00	3,654	3,544	97.00
Bowie State University	MD	51	50	98.00	2,056	1,896	92.00
Coppin State College	MD	35	35	100.00	2,056	1,896	92.00
University of Maryland Eastern Shore	MD	32	19	59.00	2,056	1,896	92.00
Elizabeth City State University	NC	92	84	91.00	7,595	7,250	95.00
Winston-Salem State University	NC	73	68	93.00	7,595	7,250	95.00
Central State University	OH	33	14	42.00	7,133	6,573	92.00
Langston University	OK	38	31	82.00	1,545	1,405	91.00
Cheyney University	PA	35	6	17.00	10,572	9,058	86.00
Lincoln University	PA	28	9	32.00	10,572	9,058	86.00
Tennessee State University	TN	154	151	98.00	3,778	3,447	91.00
Prairie View A&M University	TX	199	178	89.00	12,425	10,878	88.00
Texas Southern University	TX	164	119	73.00	12,425	10,878	88.00
Norfolk State University	VA	90	24	27.00	2,813	2,262	80.00
Bluefield State College	WVA	31	31	100.00	1,096	1,096	100.00
West Virginia State College	WVA	52	52	100.00	1,096	1,096	100.00
Savannah State University	GA	Fewer than 10 test takers or no test takers			13,550	12,815	95.00

PRIVATE HISTORICALLY BLACK INSTITUTIONS
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2001 STATE REPORTS (1999-2000 COHORT)

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<i>Kentucky State University</i>	<i>KY</i>	38	21	55.0%	2,323	2,185	94.00%
Stillman College	AL	28	28	100.00	3,310	3,310	100.00
Miles College	AL	44	44	100.00	3,310	3,310	100.00
Tuskegee University	AL	37	37	100.00	3,310	3,310	100.00
Concordia College	AL	37	37	100.00	3,310	3,310	100.00
Oakwood College	AL	11	11	100.00	3,310	3,310	100.00
Philander Smith College	AR	13	7	54.00	1,562	1,452	93.00
Bethune-Cookman College	FL	19	19	100.00	5,031	4,780	95.00
Florida Memorial College	FL	50	39	78.00	5,031	4,780	95.00
Clark Atlanta University	GA	178	133	75.00	13,550	12,815	95.00
Morris Brown College	GA	60	44	73.00	13,550	12,815	95.00
Spelman College	GA	47	46	98.00	13,550	12,815	95.00
Paine College	GA	74	73	99.00	13,550	12,815	95.00
Atlanta Christian College	GA	33	33	100.00	13,550	12,815	95.00
Dillard University	LA	11	11	100.00	2,057	1,795	87.00
Xavier University	LA	16	14	88.00	2,057	1,795	87.00
Tougaloo College	MS	10	8	80.00	1,348	1,319	98.00
Shaw University	NC	11	5	47.00	7,595	7,250	95.00
Benedict College	SC	20	6	30.00	2,126	1,925	91.00
Morris College	SC	10	10	100.00	2,126	1,925	91.00
Fisk University	TN	13	6	46.00	3,778	3,447	91.00
Carson -Newman College	TN	154	140	91.00	3,778	3,447	91.00
Huston-Tillotson College	TX	23	22	96.00	12,425	10,878	88.00
Paul Quinn College	TX	12	12	100.00	12,425	10,878	88.00
Wiley College	TX	16	10	63.00	12,425	10,878	88.00
Hampton University	VA	21	7	33.00	2,813	2,262	80.00

Private HBCU'S